

Documents on Diplomacy: Lessons

"Make Them Hear You"

Standard: I. Culture
II. Time, Continuity, and Change
III. People, Places, and Environments
V. Individuals, Groups, and Institutions
VII. Production, Distribution, and Consumption
IX. Global Connections
X. Civic Ideals and Practices

Grade Level: 9–12 (analysis and evaluation of feelings, homework)

Objectives: The student will:

- Respond to some music of the time period as an historical overview
- Present the speeches of Albert Beveridge and William Jennings Bryan
- Record feelings about imperialism as expressed in these speeches
- Match feelings with key lines in the speeches

Time: 2 class periods

Materials: Documents: **1900** *Senator Beveridge: The Philippine Question*
1900 *William Jennings Bryan: The Paralyzing Influence of Imperialism*

Resources: *Lyrics: "Make Them Hear You"*

Access to the song, "Make Them Hear You" from "Ragtime: The Musical," available for example, from:

- <http://www.rhapsody.com/#/artist/stephen-flaherty-and-lynn-ahrens/album/songs-from-ragtime-the-musical>
- http://www.amazon.com/gp/product/B00137ZQJ4/ref=dm_mu_dp_trk20 (99cents)

Costume props

Procedures:

Setting the Stage

The debate over expansionism and imperialism did not end with the Senate debate over the Treaty of Paris. During the vote, Senator William Jennings Bryan actually switched his vote, leaving a final tally of a 2/3rds majority plus only one vote. It is thought that Bryan knew he wanted to run for President in 1900 and wanted to blame the Republicans for the move toward imperialism.

In January, prior to Bryan's speech at the Democratic convention in July, Senator Albert Beveridge gave a moving message to the Senate about self-government and the new territories.

These two speeches embody the divided feelings of the times. Students will present the oratory of the speeches to the class, and feelings and key ideas will be evaluated. Music plays a key part.

Pre-Lesson

Download or locate the song, *Make Them Hear You*, from *Ragtime: The Musical*. Select several students to read each of the speeches in oratorical manner and give them the speeches the day before so they can practice the delivery. If they can find props—hat, ascot, coat, etc that might fit the turn-of-the-century look, it would be great for students to dress accordingly. If one student can handle the delivery of the whole speech that will be fine, but the speech could also be divided between as many as three students. Both speeches have beautiful oratorical parts and strong views on imperialism or anti-imperialism—big moments in the nation's destiny.

Be sure to have an appropriate device to play the song so that it can be heard well.

Day One:

- 1.** Ask the students to bring two pieces of paper to the area of the room where you are going to play the song. They should label one, "events" and the other, "ideas and feelings." Make them gather around with their papers.
- 2.** On the first piece of paper, ask them to record any historical events that come to mind as they hear the song. (This can be a moving experience.)
- 3.** Play the song again and on the second piece of paper record any emotions they feel as they hear this song.
- 4.** Have students return to their desks and place the two sheets of paper before them.
- 5.** Introduce student Senator Albert Beveridge, saying he wants you to hear him.
- 6.** The student (or students) will then present the speech while students record "events" on their events sheet and "ideas and feelings" on their feelings sheet.
- 7.** Discuss what they have recorded when the speech ends.
- 8.** Introduce Senator William Jennings Bryan and repeat the same procedure.

- 9.** Discuss what they have recorded when this speech ends.
- 10.** Give students copies of each speech to review for homework asking them to high light key ideas/sentences that match the feelings/ideas they recorded while listening. Tell them you will use these sheets tomorrow.
- 11.** End the class, playing the song again as they leave the room.

Day Two

- 1.** Play the song again and ask students what events they wrote down yesterday when they first heard the song. Record these events on a chart or on the board. There will be many.
- 2.** Have students compare the feelings they had as they listened to the song with reactions to the speeches. How are the feelings and reactions similar and different? Which lines in the speeches match their feelings?
- 3.** After all have shared, ask them to describe, in writing, the different feelings that they think existed in the nation concerning the issues raised by the senators. Are the issues they presented in the list on the board? Why or why not?
- 4.** Collect the papers and be sure to congratulate the student speakers.
- 5.** Play the song again and give the students copies of the words to follow along. ■